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ABSTRACT

A project was conducted to establish criteria by which adult basic and literacy education (ABLE) student enrollment, completion, early separation, and educational level/category attainment are reported throughout Pennsylvania. First, staff at 10 Project Educational Quality for Adult Literacy (EQuAL) sites were interviewed to identify recurring issues and patterns in the reporting of student data. Next, federal and state data-reporting requirements were compared and reconciled with those used at EQuAL sites. A working group of adult education professionals and ABLE personnel developed draft criteria for data reporting. The criteria were finalized, a data dictionary was developed, and training guidelines and plans were developed to train ABLE program staff in the new criteria for data reporting. Definitions were developed for the concepts of enrollment, completion, continuation, and early separation, and it was decided that the federal definitions of instructional categories for the following categories of students would be adopted by ABLE: beginning literacy, beginning English as a second language (ESL); intermediate ESL; and advanced ESL. (Appended are the following: the federal definitions; training plans; and codes and descriptions of the data fields in the new data dictionary.) (MN)

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Development of Criteria for Student Data Reporting

353 Special Demonstration Project
1996 - 97
Contract Number: 98-7002
Grant Allocation: $ 19,783

FINAL REPORT

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Development of Criteria for Student Data Reporting
353 Special Demonstration Project

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ABSTRACT

Grant Recipient: Center for Literacy
636 South 48th Street
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Phone: (215) 474-1235

Project Name: Development of Criteria for Student Data Reporting

Grant Allocation: $ 19,783

Project Number: 98-7002

Project Period: July 1, 1996 - June 30, 1997

Project Director: Ashley Stoudt

Contact: JoAnn Weinberger

Project Purpose: The Development of Criteria for Student Data Reporting project investigated recurring issues and patterns in the reporting of student data in order to establish the criteria by which student enrollment, completion, early separation, and educational level/category attainment are reported statewide. EQuAL Project findings as reported by ten participating programs revealed programmatic issues in student data reporting, while Federal and state requirements were compared and reconciled. These findings supported the writing of draft criteria, which were then reviewed by a working group of adult education professionals and ABLE personnel. Upon ABLE approval, the criteria were finalized, a data dictionary was composed, and training plans were established. Dissemination of the criteria will take place in September 1997 via a statewide teleconference in which ABLE-funded programs and Professional Development Centers will be trained.

Project Outcomes: Criteria for student data reporting were developed, resulting in a common set of definitions by which both programs and ABLE can interpret data to assess quality of service provision and number of students served.

Impact: The project impact will be evaluated after ABLE-funded programs are trained and begin to implement the criteria during program year 1997-98.

Product or Training Developed: Criteria established, a data dictionary composed, and training plans developed for use in the 1997-98 program year. Training for ABLE-funded programs and Professional Development Centers will occur via a statewide teleconference in September 1997.

Products Available from: AdvancE and Western Pennsylvania Adult Literacy Resource Center.

Project Continuation: The project will continue in the 1997-98 program year with training on the criteria occurring in September 1997.

FINAL REPORT

Introduction

In program year 1996 - 97, the Center for Literacy (CFL) conducted a 353 Special Demonstration project to develop criteria for reporting student data by adult basic and literacy education providers throughout the Commonwealth. The intent of the project was to establish a set of standard criteria by which all programs could define student data regarding enrollment, educational progress and attainment, early separation, completion, and continuation. The project was conducted by Ashley Stoudt, Program Coordinator for Staff and Program Development at CFL.

Audience

The audience for this project includes the following three groups:

At the program level, directors and administrators who are responsible for educational service delivery, program evaluation and planning, and staff development; direct service providers who are responsible for assessing, placing, and planning instruction based on information on student progress; data managers who are responsible for processing and reporting student data internally and externally.

Regional Staff Development Center directors and personnel who are responsible for disseminating the criteria and providing training programs in the new criteria for student reporting.

ABLE personnel who will evaluate and approve the criteria for use in programs statewide.

1. Statement of the Problem

The Commonwealth of Pennsylvania possesses a diverse field of adult basic and literacy

education programs that strive to meet the needs of a range of adult learners. Programs differ in the population of students served; missions or philosophies; models for service delivery/instruction; and the characteristics of both direct service personnel and administration.

These realities result in multiple conceptions of what constitutes student enrollment, progress, completion, early separation, and outcomes; in turn, these diverse conceptions lead to development of various processes and methods of collecting, analyzing, reporting, and evaluating student data.

To address these and other issues in adult basic education, Indicators of Program Quality were developed by the U.S. Department of Education to establish criteria for student educational outcomes, program planning, and instructional and curriculum materials to enable programs to monitor their progress and to provide a standard for accountability. The Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education added two Indicators and asked each program to develop standards and criteria for the 1994-95 year. The indicators are guiding principles to which programs are held accountable, but they are intended to provide flexibility for individual program interpretation and implementation. Indicators are process-oriented, rather than outcomes-oriented; thus, they have been integrated into the statewide monitoring process. As a result, agencies that are diverse in demographics, mission, and goals have developed different measures for evaluating program quality according to the Indicators.

While it may initially appear adequate and even advantageous for programs to develop approaches and methods independently according to their specific contexts, the reality is that at the statewide level no reliable and valid criteria exist to be applied across all programs to evaluate the reporting of student data. Ultimately, this problem inhibits the overall goal of increasing program accountability by limiting any program's ability to self-monitor or comparatively evaluate its performance and outcomes. It also makes impossible the interpretation of data submitted to the Commonwealth.

A related project is the current 353 funded Special Demonstration Project Educational Quality for Adult Literacy (Project 98-6010), begun in 1994-95 and continuing in 1995-96 and 1996-97, which is a statewide initiative to develop a performance evaluation system. The first year report of EQuAL Project outcomes identified the following assessment issues:

- The criteria for student progress require review.
- Student outcome data are often not collected because programs usually focus on student needs rather than successes.
- Assessment procedures and instruments need to be reviewed by programs.
- English as a Second Language programs may need different assessment instruments.
- Student self-assessment may increase motivation.

As these outcomes indicate, the EQuAL Project's initial findings will inform the development of the student data reporting criteria. Likewise, the resulting criteria for reporting student data will inform the ongoing efforts of EQuAL. The criteria development, EQuAL, and the competencies project will work in tandem with the Bureau of Adult Basic and Literacy Education to ensure consistency. Ultimately, the related statewide program quality initiatives will be joined under the multi-year efforts of the EQuAL Project.

2. Goals and Objectives

The two project goals were:

1. To develop criteria for adult basic and literacy education providers to use in reporting student data to the Bureau of Adult Basic and Literacy Education.
2. To train ABLE-funded programs and Professional Development Center staff on the new criteria to be used for student reporting.

Specific objectives were:

1. To conduct interviews with ten (10) agencies participating in the EQuAL project to determine how staff currently define and record student termination, assessment, and outcomes data.
2. To review and compare ABLE reporting requirements with Federal requirements, and to reconcile discrepancies.
3. To submit an issues report to ABLE for review; and to draft criteria based on the response.
4. To convene a working group of adult education professionals to evaluate and finalize the criteria for the following:
    - Student completion, advancement, and early separation.
    - Number of levels advanced.
    - Levels completed and when these levels constitute successful completion of the program.
    - Obtaining a job or advancing in a job, meeting personal objective, completing a level, learning English.
    - Other outcomes included on the student form.
5. Upon ABLE approval of the final criteria, to train Regional Staff Development Center staff on the criteria.
6. To publish criteria in a usable report, in the form of a data dictionary.

3. Procedures

The project investigated recurring issues and patterns in the reporting of student data. The methodology for data collection, which involved the interviewing of ten EQuAL program sites who have been examining issues regarding student intake, assessment, and data collection,

assured that the project acquired an understanding of both the depth and breadth of the issues in student data reporting requirements.

Comparison of the state and Federal student data requirements revealed any discrepancies. Analysis of the program data and reporting requirements then informed the next phase of the project, the definition of criteria for data reporting. The project director drafted definitions which were reviewed and revised by a working group of adult educators, comprised of program-based and research-based professionals in a one-day working session. The resulting definitions were submitted to the Bureau of Adult Basic and Literacy Education for approval; the data dictionary was produced; and training plans were developed. The project will disseminate them to the ABLE-funded programs and to Professional Development Centers and provide training guidelines to support adoption by all programs.

4. Objectives Met

The project was able to meet all of its objectives except for the completion of training before the end of the project year.

In accomplishing its objectives, the project interviewed ten programs statewide. All programs were participants in the EQuAL Project, and thus had been engaging in an examination of program quality issues. The programs chosen to participate represented a range of learner populations, numbers served, and regions of the state. Program participants were: Community Women's Education Project, Philadelphia; Goodwill Industries Literacy Program, Pittsburgh; Lancaster Lebanon I.U. 13; Midstate Literacy Council, State College; Northwest Tri-County I.U. 5, Erie; Tri-County OIC, Harrisburg; Tuscarora I.U. 11, Lewistown; Altoona School District; Greater Johnstown Career and Technology Center; and Greater Pittsburgh Literacy Council.

Representatives from each program were interviewed via telephone or email. Interview questions were intended to be open-ended, yet to target particular aspects of student data reporting in practice. Questions included:

What is the setting of your program? Who do you serve? How does a typical intake and assessment proceed?

How and when does your program count a student as enrolled?

How does your program measure and record student progress?

How does your program exit students?

Who gathers and reports your program's data on students?

Are there other issues that you see in student data reporting that you would like to share?

Programs communicated the issues they found in practice, and this information was synthesized with the discrepancies found between state and federal reporting requirements to form a working set of issues. These issues were reviewed and addressed with ABLE.

Based on the core issues that were identified, draft criteria were written for presentation to the Review Committee of adult educators, comprised of the following: Pat Haff, Community Women's Education Project; Judith Aaronson, Goodwill Industries; Sandy Strunk, Lancaster Lebanon I.U. 13; Monica Mathews, Midstate Literacy Council; Lee Knisley, Tri-County OIC; Jean Fleschute, Community Learning Center; Sue Conrady, I.U. 1; Claire Russell, La Comunidad Hispana; Susan Clark-Teisher, PA College of Technology; and Joan Breisch, Reading/Berks Literacy Council. This review committee suggested revisions to strengthen and clarify the draft criteria, and upon ABLE approval, the criteria were successfully finalized.

A data dictionary was prepared, specifying each aspect of the criteria in relation to the existing electronic database. Lastly, training guidelines and plans were developed for the teleconference to train programs in the new criteria for student data reporting.

5. Objectives Not Met

Due to time restrictions, the project was not able to achieve its final objective to provide statewide training for programs within the program year. However, the training is planned for

September 1997.

6. Evaluation

Informal evaluation occurred as the project Review Committee considered and finalized the draft criteria during its May meeting in Harrisburg. The committee generally approved the criteria, while suggesting some revisions to improve clarity.

Final project evaluation will occur after the training teleconference is held and programs begin to implement the criteria. A training evaluation will be conducted to gather feedback from participating programs. Ultimately, the success of the project will be evaluated by the degree to which programs are able to effectively and accurately report data using the criteria, which in turn, results in useful program data for ABLE.

7. Dissemination

Dissemination of project products will occur in conjunction with the training in September 1997, and the final criteria, the data dictionary, and training plans are available concurrent with the submission of the final report.

8. Conclusion and Recommendations

This program-directed and program-based project enabled programs themselves, in conjunction with ABLE, to establish the criteria by which student enrollment, completion, early separation, and outcomes are reported and what criteria should be used to gather, analyze, and report the data.

Through the reporting of student data according to established criteria, ABLE will have a common means by which to summarize data across programs as well as to evaluate the extent to which programs are meeting goals both in quality of service provision and numbers of students served.

Development of Criteria for Student Data Reporting

353 Special Demonstration Project
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Contract Number: 98-7002
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PRODUCTS

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Development of Criteria for Student Data Reporting Project
CRITERIA

I. ENROLLMENT
A student will be considered enrolled after receiving 12 hours of instruction. The following definitions apply:

A. Initial Assessment: Includes all activities related to initial intake, including assessment, orientation, class visits, etc. Up to five initial assessment hours may be applied toward a student's accrual of hours.

B. Instruction: Defined as activities involving direct teaching and ongoing assessment which is directly monitored or supervised by educational staff.

II. INSTRUCTIONAL CATEGORIES
ABLE will adopt the Federal definitions of instructional categories for students. Federal definitions of functioning categories describe a learner's abilities at entry in basic skills. The definitions provide general indicators and include test benchmarks as examples; grade level or CASAS are given for ABE; CASAS or SPL/MELT for ESL). *See Appendix.*

III. COMPLETION AND CONTINUATION
New definitions for completion and continuation will be as follows:

A. Completion: A student has:
1. Completed the category at which enrolled and left the program; or
2. Completed learning goal(s) and left the program.

B. Continuation: A student has:
1. Continued in the program while moving to a higher category; or
2. Continued in the program after attaining original learning goal in order to attain other learning goal(s); or
3. Continued in the program in the same category at which enrolled or without attaining learning goal(s).

Note: These definitions are intended to enable programs to report students who achieved learning goals both <12 and >12 hours of instruction.

IV. EARLY SEPARATION
The definition for early separation is as follows:

A student separated early prior to completing the enrollment category or attaining a learning goal.

Beginning Literacy
Functional Skills: The individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. The individual may lack literacy in the native language and has had little or no formal schooling.
Reading and Writing: The individual cannot read or write or can read or write only isolated words. There may be little or no alphabet recognition.
Speaking and Listening: The individual cannot speak or understand English, or understands only isolated words or phrases.
Examples of Test Scores: 165 - 180 CASAS; SPL/MELT 0 -1.

Beginning ESL
Functional Skills: The individual functions with difficulty in situations related to immediate needs and in limited social situation; has some simple oral communication abilities using simple learned and often repeated phrases.
Reading and Writing: The individual has a limited understanding of print only through frequent re-reading; can copy words and phrases and write short sentences.
Speaking and Listening: The individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; survival needs can be communicated simply, and there is some understanding of simple questions.
Examples of Test Scores: 181 - 200 CASAS; SPL/MELT 2 -4.

Intermediate ESL
Functional Skills: The individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to understand on the telephone.
Reading and Writing: The individual can read simple material on familiar subjects, but has difficulty with authentic materials; can write simple paragraphs on survival topics and personal issues with some error.
Speaking and Listening: The individual can understand simple learned phrases and new phrases containing familiar vocabulary; can converse on familiar topics beyond survival needs; can clarify speech through rewording and asking questions. There is use and understanding of basic grammar.
Examples of Test Scores: 201 -220 CASAS; SPL/MELT 5 - 6.

Advanced ESL
Functional Skills: The individual can understand general conversations, participate effectively in familiar situations, satisfy routine survival and social needs and follow oral and written instructions. Individuals also can understand conversation containing some unfamiliar vocabulary on many everyday subjects, but may need repetition, rewording, or slower speech.
Reading and Writing: The individual can read materials on abstract topics and descriptions and narrations of factual material. The individual can write descriptions and short essays and can complete complex forms and applications. There is a general ability to use English effectively to meet most routine social and work situations.
Speaking and Listening: The individual can converse with no or minimal difficulty in conversation, can communicate over the telephone on familiar subjects and has basic control of grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.
Examples of Test Scores: 221 and above CASAS; SPL/MELT 7 - 10.

TRAINING PLANS AND RECOMMENDATIONS

Training on the criteria for student data reporting will occur in September 1997. The training will be offered via an interactive teleconference, which will be broadcast to locations coordinated through the Professional Development Centers.

The three-hour teleconference will train programs to implement the criteria through a hands-on demonstration and interactive discussion. The intended participants will be program administrators and, if applicable, support staff who are responsible for collecting and reporting student data, and who are responsible for training their program staff to effectively apply the criteria to the student data collection process. Thus, one to two representatives from each ABLE-funded program will participate in the teleconference.

Each PDC will arrange downlink site(s) in their respective regions to enable programs to participate as a group. If PDC coordinators so choose, they may coordinate multiple viewing sites in a region in order to accommodate travel and space restrictions. PDC staff will attend and facilitate or assist in facilitation of the training at each site.

The teleconference will be organized and broadcast by the Western Adult Literacy Resource Center. The Resource Center will perform the following:

1. Arrange for broadcast date and time and establish broadcast coordinates.
2. Inform by a mailing all ABLE-funded programs and PDCs of the teleconference, providing information on the date, time, and coordinates.
3. Provide technical assistance to downlink sites to assure reception of the broadcast.
4. Produce the teleconference, consulting with ABLE and project staff on the training content.
5. Produce video copies of the teleconference for distribution to the PDCs and AdvancE for viewing at a later date.

The Center for Literacy and ABLE staff will perform the following:

1. Plan the content of the teleconference.
2. Coordinate production of the teleconference, including scripting, with the Western Resource Center (this will involve rehearsal and development of facilitation guidelines.
3. Present the teleconference.

Development of Criteria for Student Data Reporting Project

DATA DICTIONARY

Key:
Code = Code name assigned to the particular field.
Description = Description of the data field.
Choices = Choices or options included in the field.
Type = Type of operator/form of data acceptable.
C = Character
D = Date
L = Logical
N = Numerical

	Code	Description	Choices	Type	Char
EXIT		Exit database			0
EXIT	INT_ID	Student ID: unique internal student ID number assigned for this student.		C	10
EXIT	SITE_ID	Site ID: The site from which the student is being exited.		C	10
EXIT	EXIT_ID	Exit ID: The unique internal ID number for this record.		C	10
EXIT	DATE	Exit Date: The date on which the student exited.		D	8
EXIT	CONTACT	Contact hours: Total number of hours of instruction in which the student participated.		N	3
EXIT	TERMSTAT	Termination status: Student's status upon terminating the program.	Select one: 1. Completed the category at which enrolled and left the program.	N	1

			2. Completed learning goal(s) and left the program. 3. Continued in program and moved to higher category. 4. Continued in program after attaining original learning goal to attain other goal(s). 5. Separated early prior to completing category or attaining learning goal.		
EXIT	SEPREASN	Reason for early separation. If early separation is marked above, indicate primary reason for early separation.	(Refer to INSTRUCTIONS for list of reasons.)	N	2
EXIT	GRDADVNC	Grade levels or ESL levels advanced.		N	1
EXIT	IMPRVBSK	Improved basic skills.		L	1
EXIT	LEVICOMP	Completed ABE Category	Select one: Pre-literate ABE (0 - 1) Beginning ABE (2 - 5) Intermediate ABE (6 - 8) Advanced ABE (9 - 12) GED (9 - 12)	L	1
EXIT	ESL1COMP	Completed Beginning ESL.		L	1
EXIT	ESL2COMP	Completed Intermediate ESL.		L	1
EXIT	ESL3COMP	Completed Advanced ESL.		L	1
EXIT	LEVL1IMP	Improved reading, writing, and math skills.		L	1
EXIT	HSDIPLOM	Obtained adult high school diploma.		L	1
EXIT	GEDP	Passed the GED test.		L	1

EXIT	GEDT	GED test taken; results not received.		L	1
EXIT	ENGLLANG	Learned the English language (for participants whose primary language is not English).		L	1
EXIT	OTHREDTR	Entered another education/training program.		L	1
EXIT	USCITZN	Received U.S. Citizenship.		L	1
EXIT	VOTED	Registered to vote for the first time.		L	1
EXIT	DRIVER	Received driver's license as a result of the program.		L	1
EXIT	AGENCYRF	Referred to agencies (other than educational) for needed services.		L	1
EXIT	JOB	Obtained a job.		L	1
EXIT	BTRJOB	Obtained a better job or salary, or secured job retention.		L	1
EXIT	OFFPUBAS	Was removed from public assistance.		L	1
EXIT	METPOBJ	Met personal objective.		L	1
EXIT	C_DATE			D	8
EXIT	C_TIME			C	8
EXIT	M_DATE			D	8
EXIT	M_TIME			C	8
EXIT	PR_DATE	Pre-test date.		D	8
EXIT	PR_TEST	Pre-test given?		N	2
EXIT	PR_MONTH	Pre-test month.		N	2
EXIT	PR_SUBJ	Pre-test subject.		N	1
EXIT	PR_TYPE	Pre-test type.		N	1
EXIT	PR_SCORE	Pre-test score.		N	5
EXIT	PR_MATH	Pre-test for math given?		N	2
EXIT	PR_MATHSCR	Pre-test math score (if applicable).		N	5
EXIT	PO_DATE	Post-test date.		D	8

EXIT	PO_TEST	Post-test given?		N	2
EXIT	PO_MONTH	Post-test month.		N	2
EXIT	PO_SUBJ	Post-test subject.		N	1
EXIT	PO_TYPE	Post-test type.		N	1
EXIT	PO_SCORE	Post-test score.		N	5
EXIT	PO_MATH	Post-test for math given?		N	2
EXIT	PO_MATHSCR	Post-test math score (if applicable).		N	5
.EXIT	INT_ID_DAT	Internal ID number.			
.EXIT	VEXIT_ID				
STUDENT					0
STUDENT	INT_ID	Internal ID: A unique ID number assigned to the student.		C	10
STUDENT	LAST_NAME	Student's last name.		C	20
STUDENT	FIRST_ NAME	Student's first name.		C	20
STUDENT	MIDDLE_INI	Student's middle initial (if applicable).		C	1
STUDENT	SSN	Student's Social Security number.		C	11
STUDENT	ADDRESS_1	Address line one.		C	25
STUDENT	ADDRESS_2	Address line two.		C	25
STUDENT	CITY	City.		C	20
STUDENT	STATE	State.		C	2
STUDENT	ZIP	Zip code.		C	5
STUDENT	PHONE	Phone number, including area code.		C	13
STUDENT	SEX	Sex.	Select one: Male or Female	N	1
STUDENT	RACE	Race.	Select one: 1. American Indian or Alaskan Native.	N	1

			2. Asian or Pacific Islander. 3. Black. 4. Hispanic. 5. White/Other.		
STUDENT	LEVEL	Student's enrollment category.	Select one: 1. Beginning ESL (2-5) 2. Intermediate ESL (6-8) 3. Advanced ESL (9-10) 4. Beginning ABE (2-5.9) 5. Intermediate ABE (6-8.9) 6. Advanced ABE (9-12.9) 7. GED Prep (20-45) 8. Preliterate ESL (0-1) 9. Preliterate ABE (0-1.9).	N	2
STUDENT	MARITAL	Student's marital status.		N	1
STUDENT	BIRTH_MNTH	Student's month of birth (two digits).		N	2
STUDENT	BIRTH_DAY	Student's day of birth (two digits).		N	2
STUDENT	BIRTH_YEAR	Student's year of birth.		N	4
STUDENT	HOUSE_STAT	Student's household status.	Select one: 1. Head of single parent household 2. Head/spouse of 2 parent household 3. Head/spouse no dependents 4. Dependent member of household	N	2

			5. Living alone 6. Group quarters.		
STUDENT	ENROLL	Program enrollment status.	Mark if student is enrolled in one of following: 1. Workplace Literacy Program 2. Family Literacy Program 3. One-On-One Tutoring Program.	N	1
STUDENT	PREV_ABE	Previous enrollment status..	Mark if student has previously been enrolled in an ABE/ESL program	L	1
STUDENT	DEPENDTS	Number of dependents under 18 years old.		N	2
STUDENT	EMPLOYMT	Employment status.	At time of enrollment, student is: 1. Employed 2. Unemployed/available for work 3. Unemployed/unavailable for work.	N	1
STUDENT	ASSIST	Public assistance status: At the time of enrollment, does the student receive public assistance? (Yes/No)		L	1
STUDENT	NAA_ELIG	NAA Eligibility: At the time of enrollment, is the student eligible for services under the Neighborhood Assistance Act? (Yes/No)		L	1
STUDENT	HANDICAP	Handicapped.	Mark if applicable.	L	1
STUDENT	INSTITUT	Institutionalized.	Mark if applicable.	L	1
STUDENT	HOMELESS	Homeless.	Mark if applicable.	L	1

STUDENT	IMMIGRNT	Immigrant.	Mark if applicable.	L	1
STUDENT	NELP	Limited in English proficiency.	Mark if applicable.	L	1
STUDENT	OTHERFED	Enrolled in other Federal training or educational program.	Mark if applicable.	L	1
STUDENT	DISPHOME	Displaced homemaker.	Mark if applicable.	L	1
STUDENT	CLASSLOC	Class location: Location of class where student receives services.		N	2
STUDENT	LSTGRADE	Last grade of school completed.	0 - 12 or Special Education or Non-English Diploma or Post-High School Study	N	2
STUDENT	FINDOUT	How did student find out about this progam?	Mark only one. See INSTRUCTIONS for choices.	N	2
STUDENT	MAJREASN	Major reason for participatiing in program.	Mark only one. See INSTRUCTIONS for choices.	N	2
STUDENT	MAY_CALL	May the program call the student? (Yes/No)		L	1
STUDENT	MAY_MAIL	May the program send mail to the student? (Yes/No)		L	1
STUDENT	C_DATE			D	8
STUDENT	C_TIME			C	8
STUDENT	M_DATE			D	8
STUDENT	M_TIME			C	8
STUDENT	EX_OFF			L	1
STUDENT	COUNTY	County in which student receives services.	See INSTRUCTIONS for county codes.	C	2
STUDENT	DISTRICT	School district in which student receives services.	See INSTRUCTIONS for school codes.	C	5
STUDENT	VINT_ID		VAL(INT_ID)		